

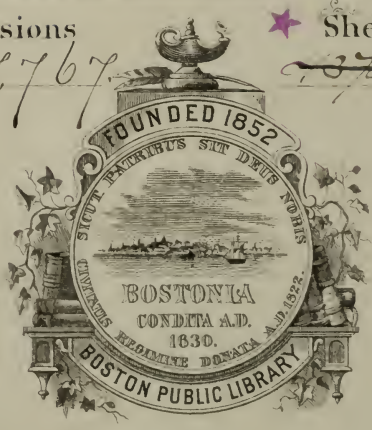
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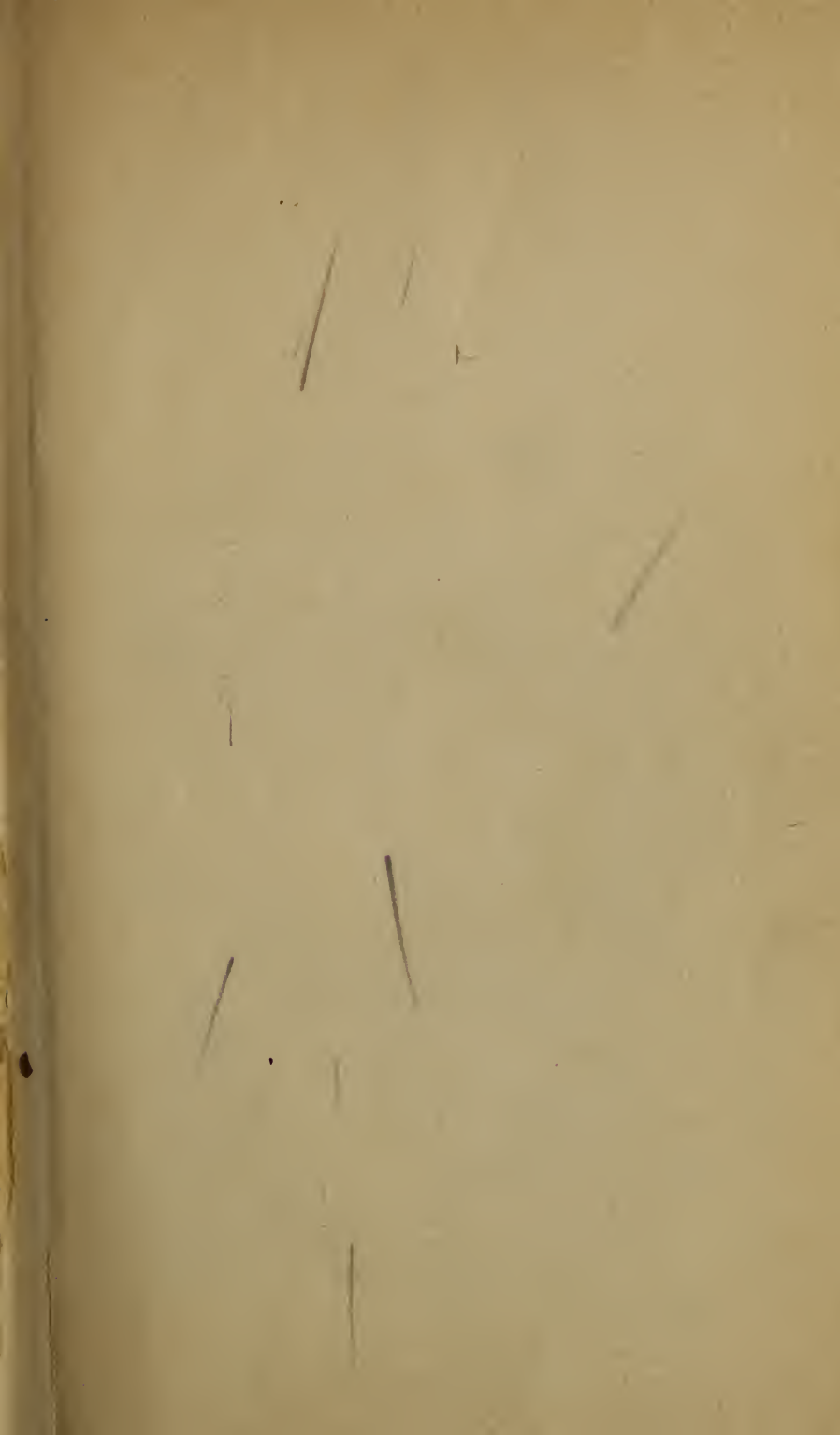
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Received Jan. 3, 1885.



ADDRESS

OF THE

Superintendent of Public Instruction

OF THE

STATE OF CALIFORNIA,

HON. JOHN SWETT,

BEFORE THE STATE TEACHERS' INSTITUTE,

Held in San Francisco, May 7th, 1867.



SAN FRANCISCO:

TOWNE & BACON, BOOK AND JOB PRINTERS, EXCELSIOR OFFICE,

No. 536 Clay Street, just below Montgomery.

1867.

ADDRESS.

FOUR years ago, many of you now before me, were present at the largest and most enthusiastic gathering of teachers that ever assembled in this State. I remember well the circumstances under which we met. The army of the Potomac had been driven back from the disastrous field of Chancellorsville; the rebel hordes were already on their march into the heart of the North: and wounded, bleeding, and exhausted, the nation seemed to be gathering its powers for the final wager of battle which should determine its fate forever. The star of treason seemed to be in the ascendant. Rebels were exultant and patriots despondent. Vicksburg could never be taken; Port Hudson was impregnable; and Lee would soon lay New York in ashes. In two short months Grant had strangled Vicksburg; Port Hudson had fallen; Gettysburg, made immortal by victory, was consecrated by the graves of thousands of heroes who died that we might live; the tide of invasion was rolled back, and the nation was saved. Then followed in swift and glorious succession: Chattanooga, the fall of Atlanta, the annihilation of Hood, Sherman's triumphal march through Georgia and South Carolina, the desperate struggles of the Wilderness, the decisive battle of Five Forks, the surrender of Lee, and the war was ended.

The exultation of victory, and the gladness of peace were saddened by the assassination of Abraham Lincoln, the last great victim of the barbarism of slavery; and a new political contest began for the preservation of the civil rights which had been won at the point of the bayonet.

Thanks to the wisdom, prudence and patriotism of the Thirty-ninth Congress, victory again crowned the banner of progress, and the nation is to be reconstructed on the eternal principles of justice. No grander record of Freedom and Nationality was ever made.

The work is done, and well done ; and we may exclaim with William Cullen Bryant :

O thou great Wrong, that through the slow-paced years
 Didst hold thy millions fettered, and didst wield
 The scourge that drove the laborer to the field,
 And look with stony eye on human tears,
 Thy cruel reign is o'er ;
 Thy bondmen crouch no more
 In terror at the menace of thine eye ;
 For He who marks the bounds of guilty power,
 Long suffering, hath heard the captive's cry,
 And touched his shackles at the appointed hour,
 And lo ! they fall, and he whose limbs they galled
 Stands in his native manhood, disenthralled.

A shout of joy from the redeemed is sent ;
 Ten thousand hamlets swell the hymn of thanks ;
 Our rivers roll exulting, and their banks
 Send up hosannas to the firmament.
 Fields, where the bondman's toil
 No more shall trench the soil,
 Seem now to bask in a serener day ;
 The meadow-birds sing sweeter, and the airs
 Of Heaven with more caressing softness play,
 Welcoming man to liberty like theirs.
 A glory clothes the land from sea to sea,
 For the great land and all its coasts are free.

During this eventful period, amid the upheavals of the transition epoch of the nation, in all the loyal States, the public schools have quietly and steadily gained strength. The war has proved their value, and demonstrated their necessity to the existence of a free people. Where would the nation have been to-day, but for the intelligence imparted by free schools during the last quarter of a century ? Who fought our battles but the men drilled into patriots by the public schools ? In the great political campaigns since the war, what but the general diffusion of intelligence has kept the people true to freedom ? The character and opinions of the men whose will, expressed through the ballot box, makes and *amends* constitutions, have been formed in the public schools.

Into the regions of rebellion and ignorance, free schools have followed in the track of Union armies. The gleam of intelligence already begins to illuminate the dusky faces of the children of a race long enslaved.

The old flag of a new nation now floats over every foot of the old republic, and everywhere under its protecting folds every

human being may claim the right of free labor, free speech, free thought, and free schools.

Turning from these grand historical events of the nation, to our own young State on the outer verge of the continent, let us mark its educational progress.

Since the Institute of 1863, our public schools have been quietly and peacefully revolutionized. In the grand events of national history, in the building of cities, the construction of roads, the settlement of land titles, and the excitement of life incident to a new State, the progress of schools is hardly noticed except by those who are most directly interested in them. *Then*, we had little to be proud of in our educational record; *now*, California will not suffer by comparison with the most progressive educational States in the Union.

Then, the annual amount of money expended for public schools, was \$480,000; *now*, it is nearly a million.

Then, there was no direct State tax for the support of schools; *now*, the State tax is eight cents on the one hundred dollars, giving an annual revenue from this source alone, of \$120,000.

Then, the State apportionment was \$130,000; *now*, it is \$260,000.

Then, the amount raised by county and city school taxes was \$294,000; *now*, it is \$470,000.

Then, the amount raised by district taxes, voted by the people, was \$7,000; last year the amount was \$73,000, or more than ten times the amount raised in 1862.

Then, the maximum county school tax allowed by law, was twenty-five cents, and the minimum required to be levied, *nothing at all*; *now*, the maximum tax is thirty-five cents, and the minimum tax must be equal to three dollars per census child, which in many counties requires the maximum rate of thirty-five cents.

Then, the amount raised by rate-bills of tuition was \$130,000; *now*, it is only \$79,000, showing a rapid approximation to a free school system. Three-fourths of the pupils now attend free schools during the year, and all are secured by law the right of a free school, either for three months or five months, in proportion to the size of district.

Then, the amount paid for teachers' salaries was \$328,000; *now*, it is \$550,000—an increase of sixty-eight per cent.—while the num-

ber of teachers, in the same time, has increased only thirty-one per cent.

Then, the total expenditure for schools amounted to a per centage on the assessment roll of the State, of thirty cents on each one hundred dollars; *now*, it amounts to more than fifty cents on the one hundred dollars.

In 1862, the amount expended per census child, was six dollars and fifteen cents; last year, it was ten dollars and twenty cents.

In 1862, the amount expended for school houses, was \$49,000; in 1865, it was \$257,000. During the school years 1864 and 1865, two hundred new school houses were erected. The total amount expended for school houses in this State, since 1862, is greater than the amount for the ten years previous. The limitation of the tax for building school houses, which was forced upon the friends of the Revised School Law, has somewhat interfered with the erection of buildings during the past year; but this limitation will be repealed at the next session of the Legislature.

Then, the average length of the schools was less than six months in the year; *now*, it is seven and four-tenths months—an average length of schools which is exceeded only by Massachusetts and Nevada, of all the States in the Union.

Since then, while the number of census children has increased twenty-six per cent., the average number attending the public schools has increased more than fifty per cent.

The stronger hold which the schools have taken on public opinion, the greater skill, earnestness and enthusiasm of teachers, the consequent improvement in methods of instruction and classification; the use of better text books; the deeper personal interest of parents; the neater and more commodious houses: all these together constitute an advancement which cannot be expressed by a contrast of statistics.

Then, we had no State educational journal, and hardly a dozen copies of the school journals of other States entered the Golden Gate; *now*, the CALIFORNIA TEACHER has a circulation of 2,700 copies. It reaches every school officer in the State; it goes into the hands of every teacher, into every school library, and to every newspaper in the State. Many of its items of information, and educational articles are largely quoted and republished by the newspaper press; and the result is that the amount of reading relating to schools, put before the people, has been increased a hundred fold.

It has done more to inform Trustees, to awaken professional pride among teachers, and to secure an efficient execution of the School Law, than any other educational agency in the State. It has cost the two editors who nurtured its feeble infancy some anxiety, and many a day's extra work ; but they are fully satisfied that the labor has not been given in vain.

Then, the State Normal School numbered thirty pupils ; *now*, it has one hundred and twenty-five enrolled, has graduated seventy-eight, and has sent out a hundred undergraduates.

Then, we had no system of professional examinations ; no educational society ; no organization, and little professional pride. In fact, a man generally apologized for being forced to resort to teaching until he could find something else to do.

Then, the " old schoolmasters " of San Francisco were examined every year by doctors, lawyers, dentists, contractors, and business men, to " see if they were fit to teach the common school " they had been teaching years in succession. There was no standard of qualification, except the caprice of " accidental boards."

Throughout the State, examinations were oral, and in most cases, resulted in issuing to everybody who applied, a certificate " to teach school one year."

Now, a new order of things prevails. Every Board of Examination, whether State, City, or County, must be composed of professional teachers exclusively ; all examinations must be in writing, and in certain specified studies ; and certificates are issued for life, or for a length of time proportioned to the grade of certificate issued.

California is the only State in the Union, in which teachers have gained the legal right to be examined exclusively by the members of their own profession, and we have just cause to be proud of the fact. It has already done much to make the occupation of teaching respectable. It has relieved good teachers from useless annoyance and humiliation ; it has increased their self-respect, stimulated their ambition, and guarded the schools against quacks and pretenders.

Concerning this provision of the law, Prof. Wm. Russell, of Massachusetts, who has been for many years the advocate of professional certificates for teachers in the older States, says in the December No. of *Barnard's Journal of Education* :

“By the ‘Revised School Law,’ approved March 24th, 1866, professional diplomas are classified as conferred by State, county, and city boards of examination. The close attention to details in these enactments, indicates the careful consideration with which the measures contemplated have been prepared. The results already secured place the State of California on high vantage ground, as a field of educational labor, inviting the attention of all worthy candidates for the office of teachers; and the State cannot fail to reap a rich reward for the noble spirit of enterprise which, in this respect, it has manifested. Its popular designation, ‘The Golden State,’ will, ere many years shall have elapsed, bear a new and higher meaning, referring to ‘riches that perish not with the using.’ In coming years, the other and older States, in which but a partial progress has as yet been made toward the results already secured in California, will gratefully acknowledge the benefits derived from the influence of her example.”

Our School Law is the only one in the United States which has taken broad, professional ground, by providing that the diplomas of State Normal Schools in other States shall entitle the holders to legal recognition as teachers in this State.

The State Board of Education has already issued thirty-three “State Life Diplomas,” and the State Board of Examination has granted eighty State Educational Diplomas, valid for six years; eighty-four First Grade Certificates, valid for four years; eighty-two Second Grade Certificates, valid for two years; and forty Third Grade Certificates, valid for one year: making a total of three hundred and nineteen State Certificates, or one-fourth of the whole number engaged in teaching in California.

Throughout the State, the County Boards have established a fair standard of qualification—the printed questions of the State Board are generally used—and as a result, the old teachers have become ambitious to secure the highest grade certificates, competent teachers are secured, and the schools are protected against incompetent ones whose only recommendation was that of teaching for little or nothing.

I hazard nothing in saying that the standard of qualification required for the teachers of ungraded county schools in this State is uniformly higher than in any other State in the Union. It is the testimony of County Superintendents that our thorough system of

examinations has doubled the efficiency of the common schools of the State.

Strange to say, this new system of professional examinations was violently opposed four years ago, and by none so vehemently as by some common school teachers.

The world moves : is there a single teacher here who would desire to have the old order of things re-established ? But I never doubted, that once established, it would remain a part of our school system as long as schools were maintained.

It was my sanguine hope, for many years, that, in this new State, teaching might aspire to the dignity of a profession ; that teachers might learn to combine their strength, respect themselves, command the respect of others, and honor their occupation. I have lived already to see the promise of the future. It has been and is my highest ambition to elevate the profession of teaching ; for I well know that in no other way can the public schools be made the great educators of the State and the nation. If the citizens of this State desire to have good schools, they must pay professionally trained teachers high salaries. If they want talent, they must buy it.

Already the result has been to materially raise the wages of teachers, and to increase the demand for professional teachers, instead of itinerants.

Four years ago, outside of San Francisco, there were not ten schools in the State which paid an annual salary of \$1,000 ; now, there are a hundred teachers who receive from \$1,000 to \$1,200 a year.

Trustees, in writing to the Department of Instruction for teachers, say : " Send us a professional teacher holding a State Diploma, and we will pay the very highest wages."

The salaries of good female teachers have been materially increased. San Francisco pays the highest average salaries given to female teachers in any public schools in the world.

The salary of the female assistant in the State Normal School is \$1,300 a year, a salary exceeded by only three or four positions in the United States. St. Louis pays the female principal of the City Normal School \$2,000 a year ; but that is in currency, while California salaries are gold.

A dozen women in this city are paid \$1,200 a year, and a score receive \$1,000 a year.

It is only by raising the standard of attainments that the occupation can become well-paid and well-respected. Set the standard high, and high wages will follow: set the standard high, and good schools will be the result: set the standard high, and teachers will be content to remain in the schools.

Let all teachers who act on County, City, or State Boards of Examination, discharge their duty faithfully, without reference to the pressure of friends, or the complaints of unsuccessful applicants, ever bearing in mind the duty they owe to the schools, the people and the profession of teaching.

Professionally trained teachers, well-paid for their work, will bring the schools up to their fullest measure of usefulness, and will secure from the people the most liberal support.

Four years ago, County Institutes were held in only two or three counties in the State; now, the law requires one Annual Institute in every county having ten school districts, and further requires that teachers shall attend, and that trustees shall allow their wages to continue during the time of attendance.

In this particular it is the most progressive law on record. Already the Institutes have been productive of great good.

Four years ago there was not a Teachers' Library in the State, except a few odd volumes in San Francisco.

Now, all the large counties have begun a central library, and some of them have quite extensive ones.

Four years ago we had public schools, but no organized system of public instruction.

Now, we have a Central State Board of Education, with powers more extensive than have ever been given to the State Board of any other State in the Union.

But these powers are for systematizing, not for controlling or governing the schools in the details which properly belong to the local school officers.

Four years ago the County Schools were filled with an innumerable variety of different text-books:—Arithmetics of every date, from Daboll's and Pike's down to Thompson's and Greenleaf's; Grammars, from Lindley Murray and Smith, to Brown and Greene; Readers, Spellers and Geographies enough to fill an antiquarian

book-store : these books were changed, sometimes as often as the teachers : there was no possibility of classification or systematic instruction : and migratory families of half a dozen children, in moving about, accumulated extensive libraries of books, which represented a considerable amount of capital not very profitably invested.

Now, we have a uniform series of modern books, with which teachers have become familiar ; the schools are classified, and thousands of dollars are annually saved to the pockets of parents. None of the evils, foretold by impracticable teachers, and trustees suspicious of monopoly, have come to pass. The only losers have been the book publishers and dealers.

We have a course of study, established by law, by means of which teachers are enabled to pursue an intelligent system of instruction, in spite of the prejudices of parents who are too ignorant to comprehend the purpose of a school.

We have judicious rules and regulations established by law to aid teachers in enforcing discipline and order. In no other State is the authority of the teacher so well established and defined by law. Every district school in the State is placed under a judicious system of general rules and regulations.

Four years ago, school statistics were notoriously unreliable ; the records were kept without system, in old blank books or on scraps of paper, and often were not kept at all : now, every school is supplied with a State School Register, so simple in its style of book-keeping that the most careless teacher can hardly fail to keep a reliable record.

Then, trustees wrote their orders to County Superintendents on scraps of paper without much regard to business forms, and often without keeping any accounts ; now, the neat order books, in the style of bank check books, furnished by the Department of Instruction, allow of no excuse for failing to keep a financial record of money paid out.

Then, the reports of Teachers, Trustees and Census Marshals were complicated and cumbersome, and were required to be made in triplicate form ; now, all these reports have been reduced to the simplest possible business forms, and are required to be made in single blanks to the County Superintendents.

In 1862, one hundred and fifty copies of the Report of the

Superintendent of Public Instruction were allowed the office of the State Superintendent for distribution; now, 4,000 copies are published, and the law requires that a copy shall be sent to each Board of Trustees, each school library, each County Superintendent, and that two hundred and fifty copies shall be bound for distribution to the School Departments of other States.

Then, there were no school libraries; now, a library is begun in every school district, and a liberal provision is made for their enlargement by a reservation of ten per cent. of the State School Fund annually.

The influence of a library in school is second only to that of the teacher; and, in many instances, the information self-gleaned by the pupils from books, is the most valuable part of their common school education. Books will give them a taste for reading, make them *alive* to knowledge, and start them on a plan of self-culture through life. A teacher may fail in the discharge of his duty, but the influence of good books is sure and lasting.

Then, most of the County Schools were destitute of maps, charts, and globes; now, most of them are supplied.

Then, all school incidentals, such as pens, pencils, ink and stationery were furnished by the pupils themselves, and as a consequence, half of the children were generally without these indispensable articles; now, they are furnished by the district to the pupils, free of expense.

Without mentioning in detail other provisions of our Revised School Law, it is enough to say that it has received the warmest approbation from the most distinguished educators of the United States. Hon. Newton Bateman, Professor William Russell, Henry Barnard, Wm. H. Wells, Jno. D. Philbrick, Jno. S. Hart, and many others, unite in the opinion that the School Law of California is one of the best in the United States, and in some points decidedly in advance of any in the older States.

Four years ago, the educators of the East hardly knew that public schools existed at all in California. Now, our reports are found in every large library and reading-room in the United States; are in the hands of all the prominent educators of the East; are sent to the Departments of Instruction in Europe; and are still requested by letters which arrive with almost every steamer mail. The President of the Smithsonian Institution, desirous of securing for publica-

tion cuts and plans of some of the best school houses of the United States, has just written to me to forward those of the Lincoln and Denman school houses.

When we consider the generally depressed condition of business in the State during the past four years ; the heavy losses during the mining stock mania ; the losses by flood and drought ; the gradual working out of placer mines, and the consequent depreciation of property in many places ; the falling off in the trade of many mining towns ; the unsettled condition of land titles in many of the agricultural sections, and consequently the unsettled condition of the people ; the slow increase of population from immigration, and at times its actual decrease in consequence of attractive mines in neighboring territories, and the slow increase of taxable property—we have reason to be proud of the unexampled progress of our Common Schools.

In the great work of settling and civilizing a new State—in the building of cities, the construction of railroads, the cultivation of farms, the development of quartz mines, the beginning of manufactures, and all the varied branches of industry—the influence of schools is lost sight of in the figures of material statistics ; and it is only when we consider that the 50,000 children now in the schools, during the next twenty years will take their place in society as the workers and producers, that we begin to realize the latent power of the schools. They are silently weaving the network of mental and moral influences which underlie civilization ; and when the children shall become the masters of the material wealth of the State, the influence of the schools will begin to be evident.

While we may feel gratified with our progress, we must not forget that much remains to be done. Our schools still fall far short of the work which is pressing upon them. We need better methods of instruction ; we need to educate public opinion to still higher appreciation of the value and necessity of education.

The highest purpose of the public schools is to train the children to become good citizens. It is not enough that they teach the elements of an intellectual education. They have a higher and nobler duty. Education implies development, training, discipline ; a repression of bad tendencies, as well as the culture of good ones. The schools should train to habits of obedience and subordination, of honesty and integrity. They should inculcate love of country and

love of liberty. They should teach the duties, rights, privileges, and honors of American citizenship. At present, how imperfectly is this great work done.

Fellow teachers! the work is in your hands. All the machinery of school law, all the money raised by school taxes, all the school houses built, are of little avail if you fail in the final work of actually forming and moulding mind and character. But your work is not, indeed, limited to the school room alone. You must make your influence felt on society. Attend the County Institutes, write essays, and engage in debates and discussions. Write for the local papers. Subscribe for and read carefully half a dozen of the best school journals in the United States, and learn what is going on in the educational world. Instead of complaining about the lack of interest on the part of parents, visit every family in the district, and wake up the fathers and mothers from their lethargy. Hold frequent examinations and exhibitions, for the purpose of bringing the people in direct contact with the school and its influences. Start a subscription to increase the school library. A little money directly from the pockets of the parents will lead to a better appreciation of the value of books. Harass the trustees until they purchase school apparatus, furnish new desks, or build a new school house, if one is needed. If a special tax is necessary, canvass the district for it with the zeal and earnestness of a professional politician. Visit other schools, read new works on education, and adopt new methods of instruction. If you wrap yourselves up in your own conceit, and imagine that nobody can tell you anything about "keeping school," you will never rank among the progressives.

If the teacher be a man among men, he will command respect; but if he confine himself to the school room, if he deal only with books and boys, if he write nothing, say nothing, and do nothing, society will be certain to estimate him by value received. The true teacher should be a thinker and a doer. The scholarship required of the teacher is a peculiar one. There is a sham scholarship which prides itself on diplomas, flaunts Latinized phrases, and ignores plain Saxon. There are pedants who hide their shallowness under the veil of dullness. Like Wouter Van Twiller, the old Dutch Governor of New York, they gain credit for knowing a vast deal by saying nothing at all. But any teacher with his intellect-

ual and spiritual faculties in good working condition, can be a scholar, whether educated *in* the schools or *out* of them.

The teacher, above all others, should be endowed with that force of character which stamps its impress on all that comes in contact with it, for he is tested by what he does, not by what he knows. A living man is wanted, not a walking library. He must kindle other souls into enthusiasm by a spark of electric fire from his own.

It is often said that teaching narrows the mind, belittles the man, and makes him merely a dray-horse in the monotonous round of the limited circle of the school room. It *may* be so—it sometimes *is* so ; but it is not a necessary result, if the teacher have in him any elements of progression. The same holds true of other professions and occupations: the thinker grows, and the imitator dwarfs and sinks into a retailer of second-hand thoughts.

While teachers devote themselves to the training of boys and girls, let them not neglect their own mental and spiritual development, bearing in mind, with Plato, that “man cannot propose a holier object of study than education, and all that appertains to education.”

We are apt to consider immediate results rather than their remote causes ; and hence the power of the public schools is seldom fully realized.

Light, heat, and electricity build up the material life of the globe out of inorganic matter, yet so slowly and silently that we hardly observe the workings of their subtle agencies. So the schools act upon society, and organize its life out of the atoms of undeveloped humanity attracted to the school rooms.

A few weeks since I visited one of the great quartz mills in the interior of the State. I descended the deep shaft, where stalwart men were blasting and delving in solid rock. Above, the magnificent mill, with fifty stamps, like some gigantic monster, was crushing and tearing the white quartz with its iron teeth ; and I saw the immediate result of all this work in the heavy bars of pure gold, all ready to be stamped with their commercial value, and to enter into the great channels of trade. Then I entered a public school a few rods distant, where a hundred children were sitting, silently learning their lessons. I realized the relation of the mill and mine to the material prosperity of the State ; but the school, what did it yield ?

I rode over the line of the Central Pacific Railroad from the

spring time of Sacramento into the snowy winter of the Sierra, and I saw the beginning of the great commercial aorta of a continent. On its cuts, and embankments, and rails, and locomotives, more money had already been expended than has been paid for schools since the history of our State began. I could see the tangible results of the labor expended upon the road; but where should I look for the value received to balance the cost of the schools? After thundering down on its iron rails from the mountain summits, I stepped into the Sacramento High School, and I thought to myself: What are these boys and girls doing, compared with the men who are paving the great highway of a nation?

I go out into the streets of this great city; I hear everywhere the hum of industry; I see great blocks of buildings going up under the hands of busy mechanics; I see the smoke of the machine shops and foundries, where skillful artizans are constructing the marvelous productions of inventive genius; I see the clipper ships discharging their cargoes; drays are thundering over the pavement; the banks are open, and keen-sighted capitalists are on 'Change; and when I go to visit some little school room, where a quiet woman is teaching reading and spelling to the little children, the school seems to be something distinct from the busy life outside.

A short time ago, I saw that ocean leviathan, the "Colorado," swing majestically out into the stream, amid the shouts of thousands of assembled spectators, and glide off through the Golden Gate, to weave a network of commercial interests between the Occident and the Orient; and when, a few days after, I stood in the Lincoln School House, where a thousand boys were reciting their lessons, I asked: What are they doing for the city in return for a hundred and twenty-five thousand dollars invested in the house, and \$20,000 a year paid to the teachers? The steamship comes back with its passengers and freight, and makes its monthly returns of net profits; but when will the school show its balance sheet?

But when I pause to remember that the steam engine was once but a dim idea in the brain of a boy; that intelligence is the motive power of trade and commerce; that the great city, with banks and warehouses and princely residences, has been built up by intelligent labor; that in the construction and navigation of the ocean steamer, so many of the principles of art and science must be applied—I see

in the public school, with its busy brains, an engine mightier than one of steam ; and the narrow aisles of the school room broaden into the wide and thronged streets of the great city. I know that the school boys will soon become workers : that one will command the steamship, and one will become the engineer ; one will be a director of the Central Pacific Railroad, and one will ride over it to take his seat in the Senate of the United States ; one will own the quartz mill ; another will build the machinery, and another still will invent some improved method of working its ores ; one will be the merchant who shall direct the channels of trade ; one will be the president of the Bank, and another shall frame laws for the protection of all those varied interests—and the teacher, whose occupation seemed so disconnected from the progress of human affairs, becomes a worker on mind which shall hold the mastery over material things.

I go out at night and wing my way in imagination from star to star, from island-universe to island-universe, and to the dim *nebulæ* which lie like films of light on the darkness of space, and I vainly strive to form some faint conception of the scale on which the universe is built—of the mutual attractions, relations, and revolutions of the atoms of starry light that fill the universe with splendor.

So, when I ponder on the subtle relations of the teacher to the nebulous atoms of forming mind which must soon condense into society ; when I think how his power over one mind will extend to hundreds, the circle ever widening with time, until their relations become as complicated as the complex attractions of the stars, and their influence as far-reaching and as sure as that of gravity—I vainly strive to measure the responsibilities of the teacher, or the results of his work.

The State Institute, four years ago, was a starting-point of progress ; let us hope that this Institute will give another fresh impulse to popular education, and professional enthusiasm.

Four years ago, I left the school room, where I had been for nine years continuously engaged in teaching, to enter upon the duties of the office of Superintendent of Public Instruction. I did not deem the office a more honorable one than that of teaching ; but it offered a wider field of usefulness.

My term of office is now drawing to a close ; and as I may not

again meet you officially, you will pardon a brief allusion to my own work. I have not found the office a sinecure; I have not eaten the bread of idleness or ease: for the past four years' work has been the hardest of my life.

Traveling and lecturing more than half the time; attending County Institutes; editing the CALIFORNIA TEACHER; conducting State Examinations; twice revising the School Law, and attending three sessions of the Legislature to secure its passage; preparing rules and regulations and course of study for the public schools; answering the extensive correspondence consequent upon so many radical changes in school laws; preparing State reports, and historical sketches of education—my powers of endurance have been taxed to the utmost limit.

I sought the office for the purpose of raising the standard of professional teaching, and for organizing a State system of free schools. I am willing to leave the verdict to the future.

If when my present term of office expires, I fall back into the ranks as a private, I shall feel proud of my profession, for I hold none more honorable, and to it I expect to devote my life.

I love the State of my adoption; I am proud of her educational record. I hope to see California as distinguished for her common schools, her colleges, her institutions of learning, as she has been for the enterprise of her people, and the mineral wealth of her mountains.

I feel that her future prosperity is closely related to the education of her people, for the solid wealth of any State consists in educated and industrious men and women; and if the common schools are kept up to the full measure of their usefulness, her future glory will be not so much in her mines, her scenery, or her climate, as in the intelligence, integrity, morality and patriotism of a people that shall make wealth a servant of science, art, literature and religion.

